



Year 6 Spelling programme: Term 1

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3;
- 5 to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex*;
- 6 to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives;

Vocabulary extension

- 7 to understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither*;
- 8 to research the origins of proper names, e.g. place names such as *-borough* or *-chester*, surnames such as *Donaldson, O'Donnell* and *MacDonald*, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers;
- 9 to understand how new words have been added to the language, e.g. *trainers, wheelie*;

Week	Objective	Example Words
1.	To use word roots, prefixes and suffixes as a support for spelling, e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex	Prefixes: 'mono', 'uni', 'bi', 'du' Monotone monopoly monologue monosyllable monorail monocle unicycle unique uniform unicorn union duplicate duo duet biceps bifocal biplane bicentenary biped biography
2.		Prefixes and suffixes: 'aqua', 'hydr', 'graph' Graph photograph grapheme graphic autograph telegraph aquarium aquaplane aqualung aquamarine aquatic Aquarius hydrofoil hydroelectric hydraulic hydrogen hydrophobia dehydrate hydrant photography
3.		Prefixes: 'aero', 'trans' Transport transfer transplant transaction transatlantic transcript translucent transparent transmit transpose translate transfix aeroplane Aerodrome aerate aerial aerobatics aerodynamic aeronaut aeronautical



4.		Prefixes and Suffixes: 'audi', 'photo', 'phobia' Audit auditor audible audience audition audiovisual auditory auditorium photogenic photographic photocopier telephoto photophobia arachnophobia claustrophobia xenophobia hydrophobia agoraphobia monophobia
5.		Prefixes: 'micro', 'super' Microscopic microphone microcosm microscope microfilm microbe micro-organism superb supernatural supersonic supermarket superlative superimpose superhuman superficial superfluous superior Supercharger superman
6.		Prefixes and Suffixes: 'port', 'scope', 'scribe' Porter portal portable portfolio transport import portcullis portend microscope telescope horoscope gyroscope stethoscope periscope scribble inscribe transcribe scribe ascribe
7.		Prefix: 'sub' Subject subdue subside submarine subway submerge submit subterfuge subtle subtract subvert subdued subconscious submerge subcontinent subcontractor subheading subtropical subscribe subsoil
8.	To investigate meanings and spellings of connectives: <i>therefore, notwithstanding, furthermore</i> , etc.; link to Sentence Level work on connectives	And but so if as for since until whereas besides nevertheless furthermore moreover consequently notwithstanding nonetheless conversely hence similarly eventually
9.		Then after yet with when while because however therefore whenever Whatever although meanwhile henceforward whoever alternatively before next secondly particularly
10.	Adding suffixes beginning with vowel letters to words ending in –fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
11.	Words ending in –able and –ible	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable
12.		possible, horrible, terrible, visible, incredible, sensible

** Objectives written in Bold are statutory requirements from the spellings appendix of the new English Curriculum. All others come from the NLS**



Year 6 Spelling programme: Term 2

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to revise and consolidate work from previous four terms with particular emphasis on:
 - learning and inventing spelling rules;
 - inventing and using mnemonics for irregular or difficult spellings;
 - unstressed vowel spellings in polysyllabic words;
- 5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots;

Vocabulary extension

- 6 collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss*, *familiarity breeds contempt*, – referring to dictionaries of proverbs and other reference sources;
- 7 to understand that the meanings of words change over time, e.g. through investigating such words as *nice*, *presently*, *without*;
- 8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*

Week	Objective	Example Words
1.	Endings which sound like /jəs/ spelt –cious or –tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious



2.	Prefixes: 'auto', 'tele'	Telescope telescopic television telephone telephonist telegraph teleport telepathy telegram telephoto automatic autograph automobile automation autobiography autopsy autonomy
3.	Prefix: 'ex'	External extreme exact expel exaggerate excavate excellence excellent exit exclaim except exchange exceed exclusive excursion exhaust extol extend export explore
4.	Prefixes: 'prim', 'cred'	Primary primarily primate prime primrose prima donna primitive primness credible incredible credit credulity creditable credulous incredulous credential credibility
5.	Prefix: 'pre'	Prefix preamble precarious precast precedent preview prehistoric prevent previous predominant premonition preparation prescription prelude premature prescribe Preferred Preoccupy prepacked
6.	're'	Revise return reply revision review reflect remember repeat reaction rebellion rebound refresh retreat revenge reverse retrieve recycle recall relapse release
7.	Unstressed vowels	Secretary February Wednesday jewellery definite mathematics similar desperate frightening stationary stationery reference widening dictionary library category deafening literature difference factory
8.	'qu'	Question quiver quibble quarry queue quantity quarrel quality quake quadrilateral cheque quaint oblique physique antique grotesque picturesque acquaint
9.		Equator sequin earthquake conquer require request mosque square racquet sequence consequence frequent disqualify squalid squadron squeal squelch squirrel squander aquatic
10.	Collective nouns	Herd gaggle litter shoal school pride swarm pack ream troupe parliament yoke ostentation bouquet fleet flight peal string batch
11.	'ui', 'ue', 'ua'	Disguise biscuit juice fruit guide guidance guiding guitar linguist linguistics catalogue monologue dialogue rogue squeak guard guarantee language equator equatorial
12.	're', 'le'	Metre centre theatre acre spectre treasure litre centimetre fable stable edible incredible cable table trouble people muddle beetle capable audible

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Year 6 Spelling programme: Term 3

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to revise and consolidate work from previous five terms with particular emphasis on:
 - learning and inventing spelling rules;
 - inventing and using mnemonics for irregular or difficult spellings;
 - unstressed vowel spellings in polysyllabic words;

Vocabulary extension

- 5 to invent words using known roots, prefixes and suffixes,
e.g. *vacca* + *phobe* = *someone who has a fear of cows*;
- 6 to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;
- 7 to experiment with language, e.g. creating new words, similes and metaphors.



Week	Objective	Example Words
1.	'ill', 'ir', 'im', 'dis', 'mis' 'un'	Illegal illiterate illegible irregular irrational irritating improper imprudent immortal immaterial disembark disbelief disadvantage discontent discourage misplace miscalculate misconduct unnatural unintentional
2.	Homophones and other words that are often confused	Aisle/ isle aloud/ allowed affect/effect altar/alter advice/advise device/devise licence/license practice/practise prophecy/prophesy
3.		Brighten/Brighton Lessen/lesson Stationary/stationery due/dew serial/cereal meter/metre current/currant aural/oral principal/principle you/yew
4.	Roots	Script scripture medicine medical front frontal vent prevent kind unkind Sign signal signify part partial partly enter enterprise sweet sweeten
5.		Just justice justly object objection person personable personality snow Snowboard out outsmart outboard over leftover enter enterprise
6.	'il', 'el', 'ol'	angel cruel cancel quarrel squirrel level diesel pummel vessel minstrel propel council until pupil civil devil patrol petrol control
7.	'ph'	Photograph dolphin telegraph telephone phonics phonetic pamphlet sphere pharmacy phrase phobia emphasis emphasize nephew apostrophe catastrophe phoenix phoneme phenomenal physical
8.	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
9.	'ance', 'ence'	Difference absence experience patience independence confidence difference indifference influence insistence impatience guidance balance nuisance importance inheritance assistance remittance entrance distance
10.	'ary'	Secondary constabulary estuary temporary primary boundary voluntary library salary vocabulary dictionary missionary necessary anniversary revolutionary contemporary luminary plenary secretary
11.	'or'	Calculator inspector investigator instigator creator junior senior tailor professor doctor escalator elevator horror operator solicitor interior exterior commentator instructor surveyor
12.	'ure', 'ar'	Adventure signature agriculture temperature creature puncture picture fixture ensure feature familiar peculiar regular popular vicar sugar rectangular particular funicular vinegar

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